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ABSTRACT

Following a 3-year feasibility study, Fox Valley Technical Institute (FVTI) converted 18 vocational-technical education programs to year-round operation. Each of these programs is being implemented based on the departmental plan best suited for the particular program, so that the maximum number of students may be served at the lowest possible cost. Students may register and enter programs daily, weekly, monthly, or at other time combinations. Data from surveys of FVTI students and staff, prospective students, and employers of FVTI graduates revealed that most of the school staff and employers generally favored the extended school year, although the students generally did not. A schools management system for the year-round operation was developed. A copy of the table of contents from the systems manual is appended. Advantages and disadvantages of the year-round operation are listed, with recommendations to those considering a conversion to this type of program. (MF)

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FINAL REPORT
Project No. 12-202-151-316

(Title of Report)

IMPLEMENTING A FLEXIBLE YEAR-ROUND PROGRAM

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SUMMARY

Year-round education is a concept of planning an economical system designed to serve more students in vocational-technical schools. In fact, year-round education helps people and helps society by providing careers and curriculum objectives to meet the needs of changing lives and varied learning styles. Conducting life-long learning, therefore, becomes an essential characteristic of vocational-technical education of the future.

There are a number of reasons for adopting year-round programs in vocational-technical districts of Wisconsin:

1. Flexible 12-month calendars are more appropriate because they adapt learning interests, vacations, and other activities of life to the personal needs of each individual and family.

2. Year-round programs extend the learning opportunities available to all students by keeping schools open more days of the year, and by increasing the learning opportunities offered through programs involving summer months and other year-round operations in more creative ways.

3. Finally, year-round education increases sociological needs in three ways:

    a. Human--by providing students with opportunities to enroll in schools at various times and to complete their training more easily by attending throughout the school year.

    b. Physical--by allowing districts to build fewer facilities.

    c. Fiscal--by saving dollars in growing districts through not requiring unnecessary equipment, new construction, and follow-up maintenance.

Since August, 1972, a committee of board members and faculty at Fox Valley Technical Institute have been working together to study the feasibility of providing

year-round education services to vocational-technical students of the District. Research and staff involvement has resulted in the adoption of a resolution supporting year-round programs at the school, following a model which was developed by the committee. Since the adoption of this Board resolution, many programs have converted to year-round operation. Currently, the following programs offer year-round opportunities for students:

Account Clerk	Auto Mechanics
Clerk-Typist	Fire Science
Machine Trades	Industrial Drafting
Printing and Publishing	Restaurant-Hotel Cookery
Secretarial Science	Auto Body Mechanics
Child Care and Development	Design-Drafting
Food Service Management	Food Service Preparation
Mechanical Design	Production Agriculture
Stenography	Welding-Metal Fabrication

These programs are at various stages of development and implementation; therefore, they are constantly being evaluated. Still others will gradually convert to a year-round plan following the model developed by the committee and approved by the District Board. While all of these programs are being implemented following the criteria and guidelines established within the model, each is being implemented based on the department plan best suited for that particular program, based on identifiable needs.

During the final phase of this three-year project of implementation and evaluation of a flexible year-round program of vocational-technical education, a management system has been developed by a special Ad-Hoc Committee. The goal of this system is to improve the effectiveness and accountability of year-round programs. This management system is being modified due to new policies and procedures which

have recently been adopted by the Wisconsin Board of Vocational-Technical and Adult Education. However, the following general conclusions have been reached:

1. The student at Fox Valley Technical Institute is best served by running programs at capacity so that the maximum number of students may be served at the lowest possible cost.

2. The student is best served by being able to register and enter programs daily, weekly, monthly, every six weeks, every nine weeks, every twelve weeks, in addition to regular eighteen-week semesters.

3. No one registration procedure or system is suited to all student programs in the District.

4. Registration will have to change to adjust to new courses, new programs, and new technologies.

INTRODUCTION

(The Problem)

A school calendar that is the traditional 38 weeks long is based on the assumption that nine months is ample time to achieve the desired level of competency in every program. Except for those programs that are of short-term duration, this is an assumption that is both outdated and inefficient. With such a traditional system, students must wait until the next semester begins in September or January to enroll in the vocational or technical program of their choice. And when forced to wait, students often decide to seek employment instead, and end up in occupations in which they have little interest.

A review of the current research literature and a look at the results of surveys conducted by the Year-Round Committee at Fox Valley Technical Institute reveals that students who enter post-secondary vocational education are anxious to complete their studies quickly so that they can get a job sooner. Likewise, employers bound by the traditional semester graduation have expressed difficulty in finding qualified employees to fill immediate openings that occur throughout the year. Further, year-round services would result in more effective use of teaching faculty with better learning results as well as quicker employment. Also, a growing number of nonteaching staff is employed year-round, resulting in more efficient use of their time and talents than was made with the traditional summer recess.

For many years, attempts have been made to extend the school year in educational systems throughout the country. These attempts have taken different forms and

have been advanced for a variety of reasons. In general, it has been thought that they would better utilize the school personnel and instructional equipment and materials through an extended school year. Reasons for converting to an extended school year are usually of two types and generally these two types do not have the same goals; in fact, the goals are usually contradictory.

The first type of extended school year program is based on the supposition that it is more economical to run year-round. Plans of this type usually fall into patterns of:

1. The four-quarter plan.
2. The tri-mester plan.

The second type of extended school year program is mostly for the purpose of providing additional educational opportunities. This is usually done by having summer sessions, but has sometimes been extended by offering early morning, late afternoon, or evening classes. In vocational-technical education districts in Wisconsin, most schools have extended the school year program using this way of supplying additional educational opportunities.

It was decided during the investigation stages of this project to examine all types of converting to year-round operation should a plan become feasible. In addition to looking at the two basic reasons for converting indicated above, it was also decided that other systems for extending the school year should be examined.

METHODOLOGY

The method used for developing a system for converting, implementing, and evaluating year-round education at Fox Valley Technical Institute was determined by Committee action. A committee consisting of three instructors, appointed by the Faculty Association, and three persons representing the District Board held weekly meetings and conducted extensive research and investigation.

The general objective of the Study Committee was to investigate and report to the District Board whether it would be feasible to modify curricula, programs, and school operations to provide year-round education for students at Fox Valley Technical Institute. As the committee pursued its investigations, a number of objectives were established:

1. To conduct intensive research to determine the advantages and disadvantages of year-round educational programs.

2. To develop an articulation plan so that all staff members would be completely informed concerning the activities and findings of the committee.

3. To define and publish a list of terms in order to establish a unified educational vocabulary.

4. To conduct intensive surveys to determine the needs and interests which should be considered when implementing a year-round program.

5. To prepare a working model for the development, implementation, and evaluation of flexible year-round education which would be useful to all vocational-technical institutes.

6. To develop a flexible management system which would accomodate the complexities of year-round services in the varied departments of the school.

7. To encourage department staff members to analyze their current curriculum sequences and to consider the possibility of employing multiple entry/exit systems.

8. To assist faculty in revising their curriculum and in implementing year-round operation.

9. To prepare a written report and develop a multi-media program for use in disseminating the information contained in this study to other vocational-technical educators of Wisconsin.

One of the first steps taken was to define and publish a list of terms in order that a uniform educational vocabulary was established. This vocabulary is found in Appendix A.

Next, a series of surveys was conducted among those who would be most affected by conversion to year-round education. The questionnaires were sent to advisory committee members of all the schools in the vocational-technical programs, personnel managers of firms employing FVTI graduates, students enrolled in daytime FVTI courses, prospective students from local high schools, and the faculty and staff at Fox Valley Technical Institute.

A 78% return was received from the advisory/employer survey; 47% from prospective students; 100% from the students surveyed who were then in school; and 100% from the faculty and administration. The high return of the survey was the result of intensive follow-up by committee members to insure that as many completed the return as possible. Many of the same questions were asked of all the groups surveyed in order that comparisons could be made. The findings of the survey are discussed in detail in the section of this report titled "Findings and Analysis" and copies of the composite results are found in Appendix B (entering students), Appendix C (advisory members and employers), Appendix D (students then enrolled at FVTI) and Appendix E (staff survey).

Following the execution and analysis of the surveys, a report was presented to the Board which outlined the findings. At that meeting the Fox Valley Technical Institute Board passed the following resolutions supporting and promoting year-round education:

> Be it resolved that the Fox Valley Vocational-Technical and Adult Education District Board supports and promotes year-round educational programs and thereby directs the Administration:
>
> 1. To encourage the various school departments to submit proposals for administrative and board consideration and action following a model and guidelines developed by the Joint Faculty-Board Committee for year-round operation of programs beginning with the 1974-75 school year.
>
> 2. To develop an adequate management system in order to accommodate the flexibility needed for year-round programs and open-entry/open-exit systems.
>
> 3. To conduct feasibility studies for all new programs at Fox Valley Technical Institute so that year-round operation is considered for each new program.
>
> 4. To conduct further feasibility studies within the various departments to determine which courses should be made available on an extended-day basis.

With the support and encouragement of the District Board, the Committee began the task of developing a model for implementation of year-round education at the school. A copy of the model is found in Appendix F. In order to clearly define the model, a rationale was written which described each activity and a list of considerations was prepared for each step of the procedure. The criteria and guidelines which were to be followed in using the model were prepared and are listed below:

1. Maximum flexibility is to be allowed for each department to develop its plans to best adapt to the uniqueness of its programs.

2. The maximum available instructional time will be 48 weeks per year with suggested vacation periods over Christmas and New Year, at Easter, and over the Fourth of July. The program will be structured so that instructional offerings will be available for more than the traditional 38 weeks.

3. Individual program structure will permit new students to enter at various times during the year and will give them the opportunity to complete the program within the traditional length of time for that program.

4. Instructional units may be composed of separate theory and laboratory times or they may be combined into one instructional time block.

5. Units or mini-courses may be structured into time blocks, such as 1, 2, 3, 6, 9, or 12 weeks, or the entire program may be open-ended.

6. Classes may have scheduled hours, programs be structured in multiple-houred blocks, or a modified open laboratory situation may be used.

7. The instructional staff within the department is the key to the success of any instructional plan.

8. A management system will be developed to handle the recruitment, registration, scheduling, record keeping, grade reporting, and placement functions required to meet the needs of the instructional plans that will be implemented. Each department will prepare and submit for Administration and Board an annual report of the operation of any programs which are implemented.

Once the model was adopted, the Committee established a calendar for implementation of year-round education at Fox Valley Technical Institute. In addition, review instruments were developed which later served as guidelines for use by the departments when writing proposals for conversion to year-round operation. Also,

instruments were prepared for use in renewing proposals by the following groups:

1. Board-Faculty Study Committee
2. FVTI Administration
3. District Board

In addition, an evaluation instrument was prepared for yearly use in those departments which have converted programs to year-round operation. Copies of the review instruments and the evaluation instruments are available from Fox Valley Technical Institute. Using the model, proposals for year-round conversion were received from various departments during the years 1974-75, 1975-76, and 1976-77. Each of the departments which proposed plans for converting to year-round operation was unique in that each provided a system which would best suit the department, students and faculty. Details concerning each of the departments are available from the school.

In order to assist in the solution of many management problems created by open-entry/open-exit education and year-round operation, an Ad Hoc Committee was appointed by the District Board to study these problems. A faculty member was named Chairperson of the Committee and numerous FVTI staff members concerned with instruction, student services, finances, registration, and data processing, met continually to consider alternatives which would lead to a more effective management system.

FINDINGS AND ANALYSIS

Because year-round educational services can affect the lives of its clientele in many and varied ways, it was felt that surveys should be conducted among the following groups:

1. Students currently enrolled in school
2. Students considering enrollment during the next school year
3. Potential employers of the graduates
4. Faculty

The questionnaires used for the first three groups were almost identical. In that way responses to similar questions could be compared. The faculty questionnaire was an attitudinal survey which was given to obtain feedback from the various faculty groups of the school.

The percentage of returns to the surveys was excellent as the Committee made a special effort to obtain more valid results through follow-up among those who had not returned their questionnaires. A 78% return was received from the employer survey and 44% of prospective students completed the questionnaire. The Committee received a perfect 100% return from the students currently enrolled and from the school staff.

Some of the pertinent questions asked along with the results follow.

1. "Do you think Fox Valley Technical Institute should offer more of its present programs on a year-round basis?"

   Approximately 59% of presently enrolled students, 66% of employers, and 48% of prospective students felt it should. Many in each group also expressed no opinion.

2. "If the program you are enrolled in were offered on a year-round basis, would you (A) attend full-time with summers off, (B) attend year-round on a full-time basis, (C) attend year-round on a part-time basis, (D) no opinion, or (E) not attend?"

   This question was presented to only the students and both student groups responded with a high percentage for choice (A) of the question, while choice (B) was next in percentage.

3. "If you were given a choice, when would you prefer to have vacation from school?"

   An overwhelming percentage, approximately 81% of the presently enrolled students and 83% of the entering students, desired the summer vacation.

4. "What advantage do you see in attending school all year in order to complete a program?"

   The two major responses of presently enrolled students were that "I can finish without interruption," and "I can find employment sooner." Entering students and advisory/employer responses were the highest for these also.

5. "What disadvantages do you see to a program that runs year-round without a summer vacation?"

   "Unable to earn summer money" was high for all groups, and students from both groups felt that they needed a break from their studies.

6. "What are your feelings concerning the extension of the school day beyond its present 7:30 a.m. to 5:30 p.m. schedule?"

   Approximately 71% of presently enrolled students felt the present schedule was adequate. Approximately 81% of advisory/employer respondents felt that classes should be offered at other times as well.

7. "If given a choice, when would you prefer your classes be offered?"

   Sixty percent of the present students and approximately 62% of entering students desired their classes from 7:30 a.m. to 12:30 p.m.

8. "If classes were scheduled on Saturday morning, would you attend?"

   Both present and entering students responded with a high percentage of "NO".

9. "What advantages do you see in attending classes anytime of of the day or Saturday?"

Thirty-eight percent of the students presently enrolled felt that there was no advantage while 30% felt less crowded classes would provide for more individual help. Fifty percent of the entering students felt more individual help would be available. Advisory/employer members responded strongly in favor of this added flexibility. Seventy-five percent responded affirmatively to the question.

The results of all these surveys are found in Appendices B, C and D. In addition to the information found in the appendices, data obtained in the surveys was compiled by age group (under 20, 21-25, over 25), by sex (male-female), by marital status, by types of students (full-time or part-time), and by employment status of students. A summary of written comments is also available and all this data is located in the Instructional Services Office of the school.

The attitudinal survey conducted among staff members at Fox Valley Technical Institute was administered to 169 persons. The various groups surveyed were:

Administrators	4
Educational Aides	11
Coordinators	9
Counselors	8
Instructors	123
Supervisors	9
Media Services	6

The results of the staff survey are summarized in Appendix F. A complete analysis of that study is available at the Instructional Services Office of the school. It was concluded that there was general agreement in favor of the concept of year-round education by all groups, with the greatest agreement coming from Supervisors and the least agreement toward the idea from the school counselors. There are general conclusions which can be drawn from the data analyzed. In general, the staff at

Fox Valley Technical Institute:

1. Was sympathetic toward the year-round concept.

2. Felt the school should be open for instruction for more than 38 weeks per year.

3. Agreed that consideration should be given to the possible extension of individual teacher contracts beyond 38 weeks.

4. Agreed that during the first year only a few programs should be tried on a year-round experimental basis.

5. Felt that the desire of the teachers within a department to operate on a year-round basis is more important than whether the program is individualized or has a waiting list.

6. Agreed that considerable time will be needed for curriculum revision.

7. Desired that class size be reduced to permit "open-entry/open-exit" of students.

8. Agreed that new students should not be permitted to start classes more frequently than once each week.

9. Agreed that year-round operation would furnish a more continuous supply of graduates.

10. Agreed that year-round operation would permit better distribution of teacher work loads.

11. Didn't seem to be in favor of extending the teacher's day beyond 5:30 p.m.

12. Thought more staff will be needed to implement year-round services.

13. Agreed that expanded media services and equipment will be needed.

14. Agreed that a more efficient system of scheduling and student accounting will be needed to provide accurate data.

15. Felt that the Master Contract should permit flexible individual teacher contracts when mutually agreeable.

16. Felt that Saturday classes should not be a regular part of the offerings and felt they should not be a part of the teacher's contract.

A further analysis of the data is shown in Appendix G which is a composite of all 35 items. Correlations are reported for the composite items by sex, position, and school division.

Once the model for year-round education was adopted by the District Board, and once departments began to convert to year-round operation, it became apparent that a review of the schools management system was needed. This review included a look at student accounting, record keeping, registration, graduation and placement. To cope with potential problems, an Ad Hoc Committee, "Student Systems", was appointed. Weekly meetings were held for over a year and the minutes of the meetings are available in the Instructional Services Office of the School.

As a result of the Committee, a Systems Manual was developed and is now in operation at the school. Appendix Hcontains a copy of the Table of Contents of the Manual in order that the reader can understand the management systems and procedures which were developed. Further information on any of the sections of the manual are available from the Office of the School's Systems Analyst.

CONCLUSIONS AND RECOMMENDATIONS

This report has summarized the accomplishments of the project entitled "Implementing a Flexible Year-Round Educational Program of Vocational-Technical Education". The following activities highlighted the project:

1. A Board-Faculty Committee was appointed by the District Board and the Faculty Association. As a result of this committee action, a better understanding of the problems from each group was obtained.

2. Surveys of Fox Valley Technical Institute students, new enrolling students, Occupational Advisory Committee members, and personnel managers of the District were conducted.

3. The FVTI District Board passed resolutions supporting and promoting year-round education programs at Fox Valley Technical Institute.

4. An attitudinal survey of the full-time staff at Fox Valley Technical Institute was completed.

5. A year-round model for converting a vocational-technical education program to year-round operation was completed together with guidelines for submitting proposals for conversion.

6. Intensive in-service programs were conducted among the staff at Fox Valley Technical Institute.

7. Proposals for year-round education were prepared by numerous departments and presented to the Year-Round Committee, to the school administration and to the District Board.

8. An audio-visual presentation on year-round education at Fox Valley Technical Institute was prepared and presented to the State Office of Personnel. This presentation is available in audio cassette form by contacting the school.

During the investigation, the Committee discovered a number of advantages which should be considered regarding the conversion of a school to year-round operation. The advantages shown below assume that a year-round program would be one in which students would have opportunities to enter and exit at intervals other than the traditional September and January dates.

1. Students would have time to take enrichment courses.

2. Students would be able to enter the labor market at various times of the year and thus face less competition for jobs from graduates of other schools.

3. Students would experience no delay in their schooling and thus would be able to complete their education sooner.

4. Instructors would have time for curriculum development under a year-round contract, assuming that provisions were made.

5. Maximum use of costly equipment would be achieved in a year-round operation.

6. Better use of facilities would result.

7. There would be greater opportunities for flexibility in staff utilization.

8. The continuity of programs would be maintained with the year-round operation.

9. Instructors would have year-round employment, if they desired.

10. Retired persons with special skills could be employed for short-terms allowing them to supplement their income without exceeding their established limit for some year-round systems.

11. Short-term courses could be offered without incurring the need for added facilities.

12. More students could be served.

13. Students would have more opportunities to take remedial courses to meet entrance requirements.

14. Supervisors, administrators, counselors and educational aides are employed year-round. Expanding services around the calendar would make better use of their services.

15. Costly computer time could be used year-round.

In addition to the advantages which have been outlined above, the committee discovered numerous possible problems which vocational-technical educators must consider when contemplating conversion to the year-round school. These problems are as follows:

1. There needs to be an organized system in order to help students adjust to the idea of year-round school.

2. There needs to be an orientation program to assist faculty in adjusting to the idea of the year-round school.

3. Faculty may have difficulty furthering their education or obtaining occupational experience if they were employed year-round.

4. Students may have difficulty with employment necessary to finance their education. Developing a program for student placement and part-time jobs would be a necessary undertaking for the school.

5. Year-round services would demand precise scheduling of students and faculty with the possible need for additional ancillary personnel.

After three years of study, implementation and evaluation, the Board-Faculty Study Committee at Fox Valley Technical Institute offer the following recommendations to those considering year-round education:

1. Without individual department faculty ingenuity and enthusiasm, the model for year-round education will not work. The faculty's educational creativity and flexibility provide the drive to make such a system operational.

2. It is imperative to develop a spirit of cooperation and enthusiasm involving people from all levels of the school, including the board, the administration, and the faculty. This spirit will result in cooperative work on a year-round project and will be an asset to the implementation of any year-round model.

3. Interdepartment cooperation and communication within the total school are mandatory for the successful implementation of a year-round program.

4. Year-round education provides opportunities for improving the teaching-learning situation for the student. It is necessary, however, for faculty to continue to provide various alternatives to learning in order to make the system operational, efficient and effective.

5. Year-round education should include multiple entry/exit points in order to increase the flexibility for the student in terms of scheduling course offerings and finding employment opportunities.

6. There should be an on-going committee to assume the monitoring function of a year-round model. It is necessary for an ongoing Board-Faculty Committee to be available to work out any problems which arise.

7. Sufficient time must be allowed the faculty and management personnel to do the necessary curriculum development and revision which is needed for conversion to a year-round operation.

8. Studies should be given to the use of flexible staff contracts in a year-round setting.

9. A 48 week calendar should be adopted by a school involved in year-round education. This calendar should include 6 vacation periods.

10. As in any educational innovation, it is recommended that there be constant evaluation and review as an integral part of the implementation plan.

APPENDIX A

DEFINITION OF TERMS

The Year-Round Study Committee has defined the following terms as it intended them to be used throughout this study.

ADMINISTRATIVE TEAM

Consists of the Director, the Deputy Director, the Assistant Directors, and program supervisory personnel.

BLOCKING OF COURSES

Dividing a course into blocks of time. These blocks may be one week, two weeks, three weeks, nine weeks and on and on.

COMPETENCY (proficiency)

The level of performance an individual reaches. It may be above, below, or at the minimum performance standards established.

CONTENT (see curriculum)

The knowledge, skills, and attitudes a student should acquire in order to perform efficiently on a given job.

CONTENT ANALYSIS (task analysis)

A method of identifying specific required content involved in performing a job.

CONTRACT

Legal agreement between the Faculty Association (or individual) and the Board with regard to length and type of obligation that the individual has to the school and the compensation for this service. (Not to be confused with "instructional time").

COURSE

Closely related subject matter with specific credit and/or hour assignment (Communication Skills I, Technical Mathematics I, Basic Foods, Program Management, etc. etc.).

Definition of Terms (continued)

CURRICULUM

The total instructional offerings (content) within a program.

DEPARTMENT

A sub-group within a division, devoted to a specific discipline, as Communication Skills in General Education, Auto Body in Trade and Industry, Data Processing in Business, etc.

DIVISION

A group of related departments: Trade and Industry, General Education, Health, Business, etc.

EVALUATION

The process of gathering information, analyzing the information and making decisions based on information gathered.

EXTENDED SCHOOL DAY

Instructional offerings are made available when they are convenient for the students without regard to time of day.

EXTENDED SCHOOL YEAR

Changing the traditional school year to a more continuous 48-week instructional operation.

EXTENDED SCHOOL WEEK

Instructional offerings are made available when they are convenient for the students without regard to day of the week.

FLEXIBLE CONTRACT

A contract which provides for a mutually agreeable work schedule other than that provided for by the present Master Contract.

GUIDELINES

Statements of philosophy which were used in development of the model and will be used when reviewing program proposals.

IMPLEMENTATION

Putting the planning into actual operation.

INDIVIDUALIZED INSTRUCTION

Each learner will have opportunities to pursue his learning activities consistent with his abilities and the time he has available.

INSTRUCTIONAL TIME

Time school is open for instruction.

MANAGEMENT SYSTEM

The combined non-instructional services which enable the instructional plan to be effectively implemented.

MINI-COURSE

Any part of a major course which would be a complete unit of instruction and could be completed in a relatively short period of time. Examples are:

Communications Skills--listening, commas, etc.
Electronics--series circuits, parallel circuits, etc.

MODEL

A simplified drawing designed to show interrelationships primarily by means of lines and symbols.

MODIFIED OPEN LAB

The student is free to choose a lab time most convenient for him and it is expected that he be present during these times.

MULTIPLE ENTRY (open-entry/ open-exit)

Individual program structure will permit new students to enter at various times during the year and will give them the opportunity to complete the program within the traditional length of time for that program.

OPEN LAB

Students may come and go as they please and can complete material required while in the lab.

Definition of Terms (continued)

PERSONALIZED INSTRUCTION

Each learner will have opportunities to select learning experiences of his own interest.

PROGRAM

Structured sequence of courses leading to graduation with a specific occupational competency - Child Care and Development, Machine Tool Operation, Licensed Practical Nursing, Secretarial Science, etc.

STANDARD

Set by the department as a minimum acceptable level of performance based on a specific scale devised by and agreed upon by the department.

TRADITIONAL SCHOOL YEAR

Two semesters (18 weeks each) - teacher contract of 190 days - may include additional summer session.

YEAR-ROUND EDUCATION

The school will be open for instruction 48 weeks of the year. This may include an extended day and an extended week.

APPENDIX B

FOX VALLEY TECHNICAL INSTITUTE
YEAR-ROUND EDUCATION SURVEY
COMPOSITE 409

(Entering Students)

1. Do you think FVTI should offer more of its present programs on a year-round basis?
   - 195 YES
   - 88 NO
   - 146 NO OPINION

2. If the program you are enrolling in were offered on a year-round basis, would you
   - 250 ATTEND FULL-TIME WITH THE SUMMERS OFF.
   - 90 ATTEND YEAR-ROUND ON A FULL-TIME BASIS.
   - 32 ATTEND YEAR-ROUND ON A PART-TIME BASIS.
   - 16 NO OPINION.
   - 2 NOT ATTEND.
   - 19 OTHER (Manual Analysis Necessary).

3. If you were given a choice, when would you prefer to have vacation from school?
   - 238 SUMMER
   - 4 SPRING
   - 19 FALL
   - 11 WINTER
   - 37 DOES NOT MATTER.

4. What advantages do you see in attending school all year in order to complete a program? (Multiple Answers)
   - 204 CAN FINISH PROGRAM WITHOUT INTERRUPTION.
   - 46 DO NOT HAVE TO FIND SUMMER EMPLOYMENT.
   - 253 I CAN FIND EMPLOYMENT IN MY FIELD SOONER.
   - 61 THAT IS THE WAY MOST EMPLOYMENT IS (YEAR ROUND).
   - 48 OTHER (Manual Analysis Needed).

5. What disadvantages do you see to a program that runs year-round without summer vacation? (Multiple Answers)
   - 230 UNABLE TO EARN EXTRA MONEY DURING SUMMER.
   - 200 I NEED A BREAK FROM MY STUDIES.
   - 129 I WANT TO SPEND VACATION TIME WITH MY FAMILY.
   - 49 OTHER (Manual Analysis Necessary).

6. What are your feelings concerning the extension of the school day beyond its present 7:30 a.m. to 5:30 p.m. schedule?
   - 236 I FEEL THE PRESENT SCHEDULE IS ADEQUATE.
   - 88 IF GIVEN THE OPPORTUNITY, I WOULD PREFER CLASSES AT DIFFERENT TIMES.
   - 85 I WILL BE ABLE TO ATTEND CLASSES WHATEVER SCHEDULE IS OFFERED.

7. If given a choice, when would you prefer your classes be offered?
   - 252 A.M. (7:30 to 12:30).
   - 36 P.M. (12:30 to 5:30).
   - 16 EVENINGS (5:30 to 10:30).
   - 1 NIGHTS (10:30 p.m. to 7:30 a.m.).
   - 18 NO PREFERENCE.
   - 86 COMBINATION OF ABOVE (Manual Analysis Necessary).

8. If classes were scheduled on Saturday morning, would you attend?
   - 144 YES.
   - 265 NO.

9. What advantages do you see in attending classes anytime of the day or Saturday? (Multiple Answers).

84	EASIER TO FIND EMPLOYMENT.
132	PROVIDES FLEXIBILITY WITH MY PRESENT JOB.
206	CLASSES LESS CROWDED THUS MORE INDIVIDUAL HELP.
98	NO ADVANTAGE.
12	OTHER (Manual Analysis Necessary).

10. What disadvantages do you see in attending classes anytime of the day or on Saturday? (Multiple Answers).

104	INTERFERES WITH MY SOCIAL LIFE.
163	I GO HOME (OUT-OF-TOWN) ON WEEKENDS.
79	COULD INTERFERE WITH STUDY TIME.
17	NOT SELF DISCIPLINED TO SUCH FLEXIBILITY.
95	NO DISADVANTAGE.
64	OTHER (Manual Analysis Necessary).

APPENDIX C

FOX VALLEY TECHNICAL INSTITUTE
YEAR-ROUND EDUCATION SURVEY
(EMPLOYERS)

1. Do you think FVTI should offer more of its present programs on a year-round basis?
   - 635 YES
   - 59 NO
   - 268 NO OPINION

2. What advantages do you see in offering school all year? (Multiple Answers)
   - 647 STUDENTS CAN FINISH PROGRAM WITHOUT INTERRUPTION.
   - 280 STUDENTS DO NOT HAVE TO FIND SUMMER EMPLOYMENT.
   - 622 STUDENTS CAN FIND EMPLOYMENT IN THE FIELD SOONER.
   - 185 OTHER (Manual Analysis Needed).

3. What disadvantages do you see to a program that runs year-round without summer vacation? (Multiple Answers)
   - 493 STUDENTS ARE UNABLE TO EARN MONEY DURING SUMMER.
   - 177 STUDENTS NEED A BREAK FROM STUDIES.
   - 121 STUDENTS WANT TO SPEND VACATION WITH THE FAMILY.
   - 401 OTHER (Manual Analysis Necessary).

4. What are your feelings concerning the extension of the school day beyond its present 7:30 a.m. to 5:30 p.m. schedule?
   - 197 I FEEL THE PRESENT SCHEDULE IS ADEQUATE.
   - 765 IF GIVEN THE OPPORTUNITY, I THINK STUDENTS WOULD PREFER CLASSES AT DIFFERENT TIMES.

5. What advantages do you see in running credit classes anytime of the day or Saturday? (Multiple Answers)
   - 302 STUDENTS CAN FIND EMPLOYMENT EASIER.
   - 736 PROVIDES FLEXIBILITY WITH EMPLOYMENT.
   - 344 CLASSES LESS CROWDED, THUS MORE INDIVIDUAL HELP.
   - 55 NO ADVANTAGE.
   - 142 OTHER (Manual Analysis Necessary).

6. What disadvantages do you see in running credit classes anytime of the day or on Saturday? (Multiple Answers)
   - 41 INTERFERES WITH STUDENTS SOCIAL LIFE.
   - 141 STUDENTS GO HOME (OUT OF TOWN) ON WEEKENDS.
   - 81 COULD INTERFERE WITH STUDY TIME.
   - 394 NOT ALL STUDENTS ARE DISCIPLINED TO SUCH FLEXIBILITY.
   - 245 NO DISADVANTAGE.
   - 252 OTHER (Manual Analysis Necessary).

APPENDIX D

FOX VALLEY TECHNICAL INSTITUTE
COMPOSITE
YEAR-ROUND EDUCATION SURVEY
(Enrolled Students)

YEAR-ROUND SCHOOL

1. Do you think FVTI should offer more of its present programs on a year-round basis?
   - 398 YES
   - 143 NO
   - 129 NO OPINION

2. If the program you are enrolled in were offered on a year-round basis, would you
   - 304 STILL ATTEND FULL-TIME WITH THE SUMMERS OFF.
   - 171 ATTEND YEAR-ROUND ON A FULL-TIME BASIS.
   - 89 ATTEND YEAR-ROUND ON A PART-TIME BASIS.
   - 38 NO OPINION
   - 20 NOT ATTEND
   - 48 OTHER (Manual Analysis Necessary).

3. If you were given a choice, when would you prefer to have vacation from school?
   - 544 SUMMER
   - 12 SPRING
   - 28 FALL
   - 14 WINTER
   - 72 DOES NOT MATTER

4. What advantages do you see in attending school all year in order to complete a program? (Multiple answers)
   - 329 CAN FINISH PROGRAM WITHOUT INTERRUPTION.
   - 61 DO NOT HAVE TO FIND SUMMER EMPLOYMENT.
   - 266 I CAN FIND EMPLOYMENT IN MY FIELD SOONER.
   - 71 THAT IS THE WAY MOST EMPLOYMENT IS (Year Round).
   - 118 OTHER (Manual Analysis Needed).

5. What disadvantages do you see to a program that runs year-round without summer vacation? (Multiple Answers)
   - 348 UNABLE TO EARN EXTRA MONEY DURING SUMMER.
   - 368 I NEED A BREAK FROM MY STUDIES.
   - 201 I WANT TO SPEND VACATION TIME WITH MY FAMILY.
   - 77 OTHER (Manual Analysis Necessary).

6. How many class periods per day do you feel you can effectively attend?
   - 15 1-2 HOURS
   - 316 3-4 HOURS
   - 302 5-6 HOURS
   - 37 7-8 HOURS

7. If the length of the term were changed from the present 18-week sessions, would you prefer
   - 63 6 to 8 WEEK SESSIONS
   - 97 9 to 11 WEEK SESSIONS
   - 127 12 to 14 WEEK SESSIONS
   - 198 15 to 17 WEEK SESSIONS
   - 185 18 to 20 WEEK SESSIONS

8. How do you feel about being required to attend school during the summer months? (Completed by students who are currently enrolled in programs which extend into the summer).
   - 77 I DO NOT MIND. I AM ANXIOUS TO FINISH SCHOOL.
   - 492 IT DOES NOT MAKE ANY DIFFERENCE TO ME.
   - 75 I WOULD RATHER NOT ATTEND IN THE SUMMER.
   - 26 IF I COULD, I WOULD PREFER SUMMERS OFF, AND DELAY FINISHING THE PROGRAM.

EXTENDED SCHOOL DAY

9. What are your feelings concerning the extension of the school day beyond its present 7:30 a.m. to 5:30 p.m. schedule?

477 I FEEL THE PRESENT SCHEDULE IS ADEQUATE.
119 IF GIVEN THE OPPORTUNITY, I WOULD PREFER CLASSES AT DIFFERENT TIMES.
74 I WILL BE ABLE TO ATTEND CLASSES WHATEVER SCHEDULE IS OFFERED.

10. If given a choice, when would you prefer your classes be offered?

402 A.M. (7:30 to 12:30).
73 P.M. (12:30 to 5:30).
29 EVENINGS (5:30 to 10:30).
2 NIGHTS (10:30 p.m.to 7:30 a.m.)
33 NO PREFERENCE.
131 COMBINATION OF ABOVE (Manual Analysis Necessary).

11. If classes were scheduled on Saturday morning, would you attend?

116 YES
554 NO

12. What advantages do you see in attending classes anytime of the day or Saturday? (Multiple Answers).

92 EASIER TO FIND EMPLOYMENT.
133 PROVIDES FLEXIBILITY WITH MY PRESENT JOB.
215 CLASSES LESS CROWDED, THUS MORE INDIVIDUAL HELP.
259 NO ADVANTAGE.
46 OTHER (Manual Analysis Necessary).

13. What disadvantages do you see in attending classes anytime of the day or on Saturday? (Multiple Answers).

260 INTERFERES WITH MY SOCIAL LIFE.
200 I GO HOME (OUT OF TOWN) ON WEEKENDS.
120 COULD INTERFERE WITH STUDY TIME.
58 NOT SELF DISCIPLINED TO SUCH FLEXIBILITY.
137 NO DISADVANTAGE.
101 OTHER (Manual Analysis Necessary).

APPENDIX E

YEAR-ROUND EDUCATIONAL ATTITUDINAL SURVEY
FOX VALLEY TECHNICAL INSTITUTE
(Staff Survey)

The Study Committee is interested in individual feelings about the various aspects of Year-Round Education. You can provide this feedback by completing this survey and returning it to your Instructional Supervisor.

PLEASE DO NOT WRITE ON THE SURVEY INSTRUMENT. Record all your reactions on the response sheet using the pencils provided.

The entire information heading need not be completed. Instead of your name write in the name of your department. In the space for instructor write your position (administrator, aide, coordinator, counselor, supervisor or teacher).

Read each of the statements below and indicate your degree of agreement or disagreement with each statement as it relates to the concept of the extended school day or the extended school year. Blacken the corresponding space on the answer sheet.

SD	=	Strongly Disagree	A	=	Agree
D	=	Disagree	SA	=	Strongly Agree
U	=	Undecided			

The line drawn from statement to statement shows the mean score for each statement. Number of staff surveyed was 169.

	SD	D	U	A	SA
1. Year-round operation would permit better distribution of teacher work loads.	1	2	3	4	5
2. Under year-round operation there will be a need for a more efficient system of scheduling teachers and students.	1	2	3	4	5
3. A flexible contract should be developed which would permit a teacher to work the usual total number of hours in less than five days per week.	1	2	3	4	5
4. The teacher's contract should not be extended beyond 38 weeks.	1	2	3	4	5
5. More staff will be needed to implement the concept of year-round services.	1	2	3	4	5

Year-Round Educational
Attitudinal Survey

	SD	D	U	A	SA
6. The year-round concept should be limited to a few programs as an experiment during the first year.	1	2	3	4	5
7. Teachers will need considerable time for curriculum revision before attempting year-round operation.	1	2	3	4	5
8. Only individualized courses or programs should be permitted to operate on a year-round basis.	1	2	3	4	5
9. The extended school day is fine if it is regularly rotated among the teachers in the department.	1	2	3	4	5
10. Courses should <u>not</u> be made available on Saturdays.	1	2	3	4	5
11. The school year should <u>not</u> be extended to a year-round operation.	1	2	3	4	5
12. Expanded Media services and equipment will be needed.	1	2	3	4	5
13. The Master Contract should permit flexible contracts when mutually acceptable to the teacher and the administration.	1	2	3	4	5
14. Class size must be reduced to permit "open-entry, open-exit" of students.	1	2	3	4	5
15. Under an "open-entry, open-exit" plan, new students should <u>not</u> be permitted to start more frequently than once each week.	1	2	3	4	5
16. Year-round operation should be tried only in programs that have a waiting list.	1	2	3	4	5
17. The problem of reporting students' grades and attendance will be aggravated by year-round operation.	1	2	3	4	5
18. It will be difficult for teachers to keep proper student records.	1	2	3	4	5
19. The extended school day would deny a teacher a source of extra income.	1	2	3	4	5

Year-Round Educational
Attitudinal Survey

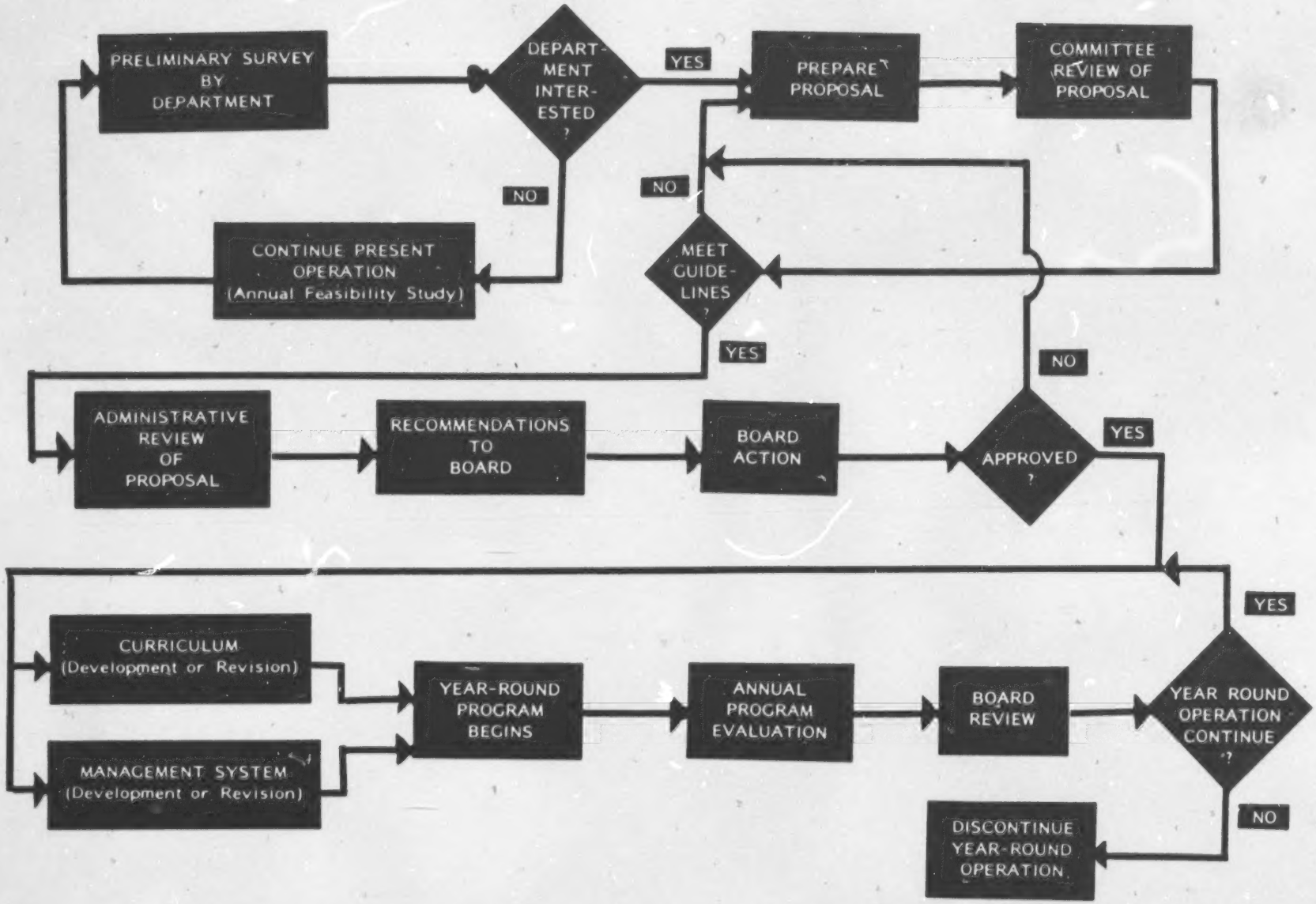
		SD	D	U	A	SA
20.	Scheduling of students will not be a major problem.	1	2	3	4	5
21.	I feel the year-round educational concept can work at FVTI.	1	2	3	4	5
22.	Teachers should not accept Saturday classes as part of their contract week.	1	2	3	4	5
23.	Individualized courses can be more easily adapted to extended day or extended year operation than can traditionally structured courses.	1	2	3	4	5
24.	I am in favor of year-round operation.	1	2	3	4	5
25.	I would be willing to accept an afternoon-evening contract day providing it doesn't exceed an 8-hour span.	1	2	3	4	5
26.	The extended school year is good providing I don t have to teach all year-round.	1	2	3	4	5
27.	A more efficient method must be developed to secure actual current student enrollment and their progress in each class.	1	2	3	4	5
28.	Scheduling of teachers will be a major problem.	1	2	3	4	5
29.	The school should be open for instruction more than 38 weeks per year.	1	2	3	4	5
30.	It will be impossible to obtain accurate student enrollment information.	1	2	3	4	5
31.	Year-round education would furnish a continuous supply of graduates.	1	2	3	4	5
32.	The teacher-s contract day should not extend beyond 5:30 p.m.	1	2	3	4	5
33.	I feel the Year-Round Study Committee is keeping the staff well-informed on the proposal being developed for use at FVTI.	1	2	3	4	5

Year-Round Educational
Attitudinal Survey

	SD	D	U	A	SA
34. A department should <u>not</u> go year-round unless the greatest majority of teachers in the department want to.	1	2	3	4	5
35. The "open-entry, open-exit" for students should <u>not</u> be encouraged.	1	2	3	4	5

APPENDIX F

YEAR ROUND STUDY COMMITTEE PROPOSED MODEL



APPENDIX G

YEAR-ROUND EDUCATIONAL ATTITUDINAL SURVEY
FOX VALLEY TECHNICAL INSTITUTE

COMPOSITE FOR ALL 35 ITEMS

	NUMBER	MEAN	STAN.DEV.	P-COR	STAN.ERROR	RANGE
SEX						
Male	109	117.743	12.845	0.72599	6.75507	156-67
Female	60	118.883	10.480	0.66017	6.16094	146-87
POSITION						
Administrator	4	124.750	8.814	0.56812	6.68845	132-110
Aide	11	113.000	8.994	0.69272	5.2294	121-87
Coordinator	9	120.000	9.297	0.63393	5.96656	131-99
Counselor	8	109.500	41.536	0.98510	5.41863	131-0
Instructor	123	117.081	12.402	0.71501	6.64786	146-67
Media Service	6	121.666	8.178	0.65321	5.27594	134-112
Supervisor	9	126.444	13.149	0.82641	5.81105	150-109
DIVISION						
Agriculture	17	115.000	18.604	0.84359	7.58410	139-67
Business Ed.	22	111.954	9.329	0.62147	5.87513	129-95
Distributive Ed.	7	115.142	3.270	-2.83677	6.91869	121-111
Field Services	3	115.333	3.091	-2.25034	6.82555	118-111
General Ed.	22	120.500	15.041	0.79476	6.97466	145-129
Health	14	123.57	10.160	0.68156	5.95031	141-97
Home Economics	16	115.375	10.570	0.70897	5.88946	131-87
Non-Instructional	21	122.956	8.554	0.50433	6.15771	135-99
Public Service	8	121.125	10.017	0.65966	6.24777	129-99
Trades & Industry	37	118.189	9.958	0.57190	6.60588	156-102
TOTALS	169	118.147	12.071	0.70640	6.56031	153-67

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